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ABSTRACT

Care must be taken to ensure that students in teacher preparation programs are prepared to benefit maximally from field experiences. A curriculum that provides prerequisite knowledge, contrived teaching experiences on campus, proper sequencing of experiences, and balance between formal instruction and field experience is needed. Clinical and field-based experiences in teacher education programs can play either an educative or miseducative role in preparing future teachers. Potential pitfalls in provision of valuable field experiences are noted. The effort to conceptualize clinical and field-based experiences can be guided by: (1) M. Scriven's list of the duties of a teacher; (2) the Interstate New Teacher Assessment and Support Consortium standards; (3) C. Smith and E. Sagan's taxonomy of field experiences; (4) the Category II criteria of the National Council for Accreditation of Teacher Education (NCATE); (5) NCATE's approved curriculum guidelines; and (6) established priorities for teacher education programs. These guides are foundational in developing a common definition of the duties, knowledge, dispositions, and skills needed for a wholistic view of teaching. A student teacher evaluation form is appended. (Contains 13 references.) (JDD)

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ED 360 800

Clinical and Field-Based Experiences to Prepare Teachers for Wholistic Practice

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Paper presented at the annual meeting of the
American Educational Research Association
Atlanta, GA
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DISCUSSION DRAFT ONLY

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If preservice professional education field experiences are to offer more than the opportunity for students to observe what takes place in the classroom and to avoid serving only as apprenticeships, as so many student teaching experiences do (Price, 1972), then they must be based upon a strong philosophical and theoretical framework, a sound knowledge base and a well-articulated set of values. Erdman (1983) points out the need for educators to ensure that attention is given to connecting theory and practice in field experiences.

> Quality experiences entail an integration of theory and practice at the level of the expressed purpose of the teacher educator and in terms of their meanings to pre-service teachers. Given these criteria, it should be recognized that the quality of many early field experience programs is poor due to their inattention to the connectedness of theory and practice. (p. 27)

Providing a number of field experiences before the student undertakes the full-time student teaching internship or practicum is common in teacher preparation programs throughout American higher education (Moore, 1979).

> The idea of early field experiences (EFE) has captured the imagination of program planners, especially those who believe that there should be a closer blend of the theoretical and the practical in education curricula. Such ideas have been the driving force behind the expansion of EFE in nearly all teacher education programs in the United States. (Bowyer & Dyke, 1988, p. 153)

With the increase in emphasis on field experiences, care must be taken to ensure that the student is prepared to benefit maximally from the opportunity. For example, participants in field experiences who do not have a knowledge base about the school as an institution, the student as a learner, and the teaching methods are not likely to benefit greatly from the experience regardless of how extensive the experience might be. This position is supported by Lanier and Little (1986) who found in their review of research on field experiences that "...its value is dependent on prospective teachers' being properly prepared to learn from it" (p. 551).

The need for a carefully described curriculum which provides pre-requisite knowledge, contrived teaching experiences on campus, proper sequencing of experiences, and balance between formal instruction and field experience is well stated in a National Commission for Excellence in Teacher Education report released by AACTE (1985):

> Neither formal instruction nor field work alone is sufficient preparation for the professional teacher. Quality teacher education programs do not have a mechanical separation of classwork and field experiences; instead, field work and on-campus laboratory experiences should accompany all classes, and classes or seminars should accompany all field work, such as student

> teaching or internships. Such programs are coherent: early classes, laboratories, and field work anticipate what is to come, and later classes and experiences expand what came before. (p. 12)

Teacher education programs are to make "certain that clinical and field-based experiences in the professional education curriculum are designed to prepare students to work effectively in specific education roles" (National Council for Accreditation of Teacher Education, 1987, p. 41). NCATE's definitions of clinical and field-based experiences include many elements essential in developing a holistic education.

> **Clinical Experiences**: Clinical experiences are those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are microteaching clinics, participation experiences, skill clinics, developing case studies of individual students, curriculum development clinics, and use of instructional technology and/or computers. These are conducted both as school based and campus based experiences. Activities not meeting the criteria for clinical experiences might include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings. (p. 54).

> **Field-based Experiences:** Field-based experiences are conducted at a school site, a school administration center, a school clinic, or community agency. These experiences might include classroom observations, tutoring, assisting school administrators or teachers, participation in school and community-wide activities, student teaching, and internships. Planning is shared by the professional education unit and the appropriate agency. (p. 55).

Clinical and field-based experiences are effective for creating change in the cognitive (knowledge/seeing), affective (attitudes/feeling) and psychomotor (skills/doing) domains. They can be the vehicle for the translating pedagogical knowledge into practice. Clinical and field-based experiences in teacher education programs can play either an educative or miseducative role in preparing future teachers (Everston, 1990). First-hand experience, such as teacher education students receive in students clinical and field-based settings, can have a deep and lasting impact on how we view reality. One often hears from both teacher practitioners and students in practica settings that what one learns on-the-job is the "real" knowledge as opposed to what one learns in the college education courses. New inductees to the teaching profession are often given the kindly advice to "forget what they taught you in your education courses." The popular conception is that "practice makes perfect" is often applied to teaching, but as has been stated in an recent article: practice makes practice, may be more correct. In research by Gagne (Gage and Berliner, 1988), the idea of "practice makes perfect" is challenged. In training airmen in aerial gunnery, it was found

that actual practice in hitting moving targets did not result in any significant improvement, even when immediate feedback on accuracy was provided, but major improvements resulted by teaching the correct ways to hit targets.

Practice, like education, can be good or bad, depending on the quality and nature of the practice. Good practice leads to good practice and bad practice leads to bad practice, but practice doing the wrong thing is usually more harmful than no practice at all because you must first unlearn the wrong thing before you can learn the right thing. However, the public and teachers themselves often call for more field experience as a solution to the problems of teacher education.

Practice and first-hand experience also have some other potential pitfalls such as the familiarity pitfall, the two-worlds pitfall and the cross-purposes pitfall (Feiman-Nemser & Buchmann, 1985). Familiarity becomes a problem when our previous knowledge keeps us from learning new knowledge. This is a common tendency for all people. Often our greatest problem is realizing that there is a problem. When education students approach teaching with certain preconceptions, based upon their experiences as students or in field settings, these preconceptions and their previous experiences and knowledge may either cause them not to see and analyze what is actually happening or to interpret it erroneously because they assume their perspective is correct. As a result we often blindly imitate and trust what we have experienced without analyzing and judging for ourselves whether it is true or the best way.

The worlds of the K-12 classroom and the university classroom are different, with different cultures, values and expectations. When students are in a K-12 setting as part of a university requirement, they have to deal with what is expected of them by the university as well as the classroom teacher. The university, the school and the student may have difficulty appreciating the differences between these two worlds and may misinterpret or devalue one or the other. The education students, being for such a limited time in the K-12 classroom, may have little opportunity to understand the culture of the school or may not be able to apply their learning from the university to that setting.

Because of the above differences, there are often different or cross purposes. The universities purpose is to prepare teachers and the schools purpose is to educate their students. These different purposes may lead to conflict. For example, the classroom teacher may want the education student to maintain the status quo without questioning and may not be concerned with the students ability to understand or replicate good teaching. The student then may have to compromise their learning to meet the most demands of the situation.

From the above, it can be seen that there are problems with field experiences and that more may not be better. The value of the field experiences will depend on the quality of that experience. The actual value of student teaching is questioned by some researchers, but the literature clearly states that

student teaching is generally regarded by new teachers as the most valuable part of their teacher education program (Everston, 1990). It is understandable, that field experience, especially student teaching, the most intensive field experience, would have a large impact on the preservice professionals and be highly valued by them because of its ability to give them first-hand experiences and an initiation into the profession. This is especially true when compared to their preservice education course work which tends to be more abstract and non-involving. Smith and Sagan state:

> The problem is not in the amount of theoretical training but rather how to assure the operational use of these critical concepts. One answer to the problem may be in professional field experiences where concepts, generalizations, or theories emphasized in the professional sequence are evaluated with respect to their relevance and usefulness in the real world. While avoiding mere technical craftsmanship, professional field experiences can help make theoretical knowledge more functional to prospective teachers. Obviously, a well-balanced program of teacher education should be a blend of the theoretical and the experiential. (1975, p. 90)

If we accept our responsibility to improve education, we will need to give our students experiences that will enable them to transform the schools they will enter. The need to improve education is generally accepted, but the ways to improve are much debated. Besides NCATE's category II criteria and Approved Curriculum Guidelines, Scriven's duties of the teacher, the Interstate New Teacher Assessment and Support Consortium standards, and Smith and Sagans' taxonomy of field experiences can be used to guide us in our effort to conceptualize clinical and field-based experiences' role in effective preparation for teaching.

Duties of Teaching

By investigating the duties of a teacher we can determine what it is a teacher must be able to know and do if they are to carry out their duties successfully. Scriven has developed such a list as a basis for evaluating teachers (1992). This normative list, based on earlier work by Scriven (published in the *Journal of Personnel Evaluation in Education* and *Practical Approaches to Teacher Evaluation*), covers what a teacher is responsible for knowing and doing. As such, it can serve as a guide for developing the curriculum of preservice teacher education as well as for what needs to considered in field experiences for preservice teachers. Scriven has five main categories of duties: Knowledge of subject matter, instructional competence, assessment competence, professionalism, and other services to the school and community. The teacher education curriculum and the field experiences should equip the students to carry out these duties at the highest level possible, but as a minimum should see to it that all students who are certified can demonstrate a minimum level of

competence. Northern Michigan University follows this model in their new student teaching evaluation forms (see appendix 1).

Knowledge of the subject matter includes general as well as specific knowledge. Not only should teachers be up-to-date and well versed in the content they are teaching, but they should also have a broad general knowledge in order to make that content meaningful and relevant. This idea is popular and is the basis of the push for teacher testing and a more rigorous liberal arts education at the college level.

Instructional competence involves communication skills, management skills, and course construction and improvement skills. The teacher needs to be able to communicate to the students what is to be learned, and to communicate it so that students understand and value the learning. Teachers must also be able to control classroom behavior in an effective and fair manner, manage learning progress and reasonably cope with emergencies. Course construction involves the skills of course planning, selection and creation of materials, and use of available resources. The teacher also needs to be able to evaluate the course material teaching and curriculum.

Assessment competence requires a knowledge of student assessment, test construction and administration, grading and reporting student achievement. The professionalism category includes subcategories of ethics, attitude, development, service, knowledge of duties and knowledge of the school and its context. The final category, other services to the school and community, refers to the non-teaching duties required of a teacher such as administrative tasks, i.e., attendance, out-of-class supervision, and school or community services, i.e., committee work, participation in events.

One way of evaluating a teacher education program is to determine how well they prepare their students, through course work and field experiences, to assume these duties of the teacher. This question will be briefly considered in relation to the preservice professional education program field and clinical experiences at NMU.

The first category, knowledge of the subject matter, is covered in the students liberal arts core and their majors and minors at NMU. This constitutes the large majority (over 75%) of their credits towards a degree leading to teacher certification. Even though students spend most of their teacher preparation in acquiring subject matter or general knowledge, most students do not have an opportunity to demonstrate their subject matter or general knowledge until student teaching. Both elementary and secondary education students have an opportunity to teach at least one lesson before student teaching, but this hardly gives them an opportunity to use the extensive subject and general knowledge base they have acquired in their non-education courses.

The other four categories are primarily addressed in the professional education courses. The first is instructional competence. Scriven identifies three major sub sets of this competency: a) communications skills, b) management skills, and c) course construction and improvement skills. These competencies are covered primarily in the methods courses at NMU with minimal opportunity to practice them in field experiences. More opportunities need to be provided students to develop these competencies in field settings before they student teach.

Assessment competence has limited coverage in our methods courses and even more limited field experience opportunities before student teaching. More must be taught to our students about test construction and administration, scoring and grading practices, and the proper reporting of student achievement and more supervised opportunities to practice these skills needs to be given. Most of what our students learn about assessment is from their student teaching experience and depends upon the classroom supervisor.

Developing a professional ethic, attitude, and knowledge related to the profession of teaching is covered throughout our education program in our teacher education courses. This knowledge is presented in our pre-methods course and the students get an opportunity to practice various aspects of professionalism in all of their field experiences leading up to and including student teaching. Students are instructed and expected to exhibit professional behaviors in all of their field experiences and are often evaluated primarily on their professional attitude. Many of the items on our former student teaching evaluation forms and field experiences evaluation forms related to professional attitude and our students have generally been rated well in these areas.

Scrivens final category, other services to the school and community, is a duty that is primarily directed to the practicing teacher. These duties vary in kind and importance from community to community, school to school and person to person. Students at NMU become cognizant of these duties mainly through their student teaching experience and often only assume these roles when they begin student teaching.

New Teacher Assessment

The Interstate New Teacher Assessment and Support Consortium (INTASC) has drafted standards for what a professional teachers should know and be able to do. INTASC is currently seeking agreement among those involved in teacher licensure concerning these standards and will be working on how to evaluate achievement in these standards. These INTASC standards, compatible with the National Board for Professional Teaching Standards, offer yet another way of organizing and evaluating our field and clinical experiences.

The National Board and INTASC are united in their view that the complex art of teaching requires performance-based standards and assessment

> strategies that are capable of capturing teacher's reasoned judgments and that evaluate what they can actually do in authentic teaching situations. (INTASC, 1992, p. 1)

Their standards identify a common core of performance-based knowledge and skills that are needed by all new teachers. This emphasis on performance-based standards looks at outcomes, not inputs or procedures. As such, the role of clinical and field-based education takes on added importance.

The ten principles established in INTASC's draft statement each contain separate knowledge, disposition and performance standards. The disposition and performance standards can best be developed and assessed in clinical and field-based settings. Most of these will be difficult to measure and are presently not clearly stated in our clinical and field-based experiences program. One of INTASC's statements in their preamble to their standards is especially pertinent when applied to teachers of students preparing to become teachers.

> We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners' lives. (INTASC, 1992, p. 8)

INTASC has yet to develop assessment models to evaluate the reasonable achievement of these standards. The knowledge standards alone present major challenges for evaluation, i.e., "The teacher knows when and how to adjust plans based on student responses" (INTASC, 1992, p. 23). The difficulty of accurately assessing whether a student appreciates, believes, values, respects, is sensitive, is disposed, is committed, is concerned or recognizes many of the professional dispositions set out in the Consortium's document is prodigious. Even many of the performances will be hard to assess, i.e., "The teacher creates a learning community in which individual differences are respected" (INTASC, 1992, p. 15).

Taxonomy of Field Experiences

The Clinical and Field Experience Committee of the Professional Education Council adopted the taxonomy of field experiences of Smith and Sagan (1975). This taxonomy corresponds to our three phases of becoming a teacher and our four levels of knowledge (see figure 1). The five parts of the taxonomy are role: orientation, conceptualization, learning and commitment, assumption, and evaluation. This taxonomy is based on the following view:

> The education of the professional is a *longitudinal process* of theory and practice, rather than a procedure of five semesters of professional theory capped by student teaching. If we are to prepare professionals who can properly utilize the behavioral science concepts of pedagogical theory in making instructional decisions, who can analyze educational needs, who can select and innovate appropriate materials, and who can benefit from self-analysis and evaluation, we must establish a new school-college parity in the preparation of teachers. It is essential that more theory, not less, be included in the professional sequence and that these concepts be clinically and analytically experienced through public school field experiences and situational analysis. (Smith and Sagan, 1975, p. 90)

Even though all five processes are in operation throughout the field experiences, the early field experiences should be primarily focussed on the first processes, role orientation and role conceptualization, and the later experiences focussed on role assumption and evaluation. Orientation helps the student understand what becoming a teacher requires and become introduced to the profession of teaching. Clinical and field experiences at this stage will involve orientation visits to schools and classrooms to observe the nature of schooling and teaching to get a general knowledge of the role of the schools and teachers.

Role conceptualization requires the students to understand the role of the school and teachers in the educational process. Field experiences to develop role conceptualization could include the working with children to better understand them and working with schools and teachers to develop a personal understanding of their functioning and duties. This understanding can be accomplished through visits to and study of the children, schools and teachers and assisting where possible of activities related to them.

The third process, role learning and commitment, is where the student begins to practice the skills and duties of a teacher. This process helps the students not only understand, but apply their knowledge of teaching. In doing this, it is expected that the students will either grow in commitment to become a teacher or decide not continue in teacher education. Experiences need to be provided that allow the students to practice various aspects related to teaching such as lesson planning, teaching small groups or micro-teaching. It is also a time to reflect on the teaching and the teaching profession and one's commitment to that profession.

Role assumption is primarily realized through student teaching. In this stage the students are actually assuming the role of the teacher. They start this process as students and emerge as teachers. This process requires the students to assume and effectively carry out the duties and responsibilities of a teacher. It is these roles, responsibilities and duties that the earlier field experiences have led up to, and to the degree the earlier role processes have been successfully met

and mastered will partially depend the successful assuming of the full roles of a teacher.

The final process, role evaluation, has its greatest importance in the ongoing development of the teacher, even though it is occurring throughout the entire teacher education program. This ongoing evaluation is the process of revising and improving one's teaching based on new knowledge, skills, needs and dispositions and should continue throughout one's entire teaching career.

Each of our field experiences are correlated to the ascending levels of this taxonomy. Until a field experience is required in ED 201, Introduction to Education, or the field experience is expanded for ED 230/231, we do not have a field experiences that adequately focusses on role orientation (see figure 1).

NCATE's Category II Criteria

The efforts of NMU's teacher education program to utilize clinical and field-based experiences as a part of the above taxonomy for planning field experiences and the duties of the teacher using the NCATE Category II criteria will be described below. The selection of sites, types of experiences, supervision, feedback, sequence of experiences, skills developed, length of experiences and professional roles and responsibilities of all parties, will be explored and their implications presented.

NCATE's Standard II. A: Clinical and Field-Based Experiences states: "The unit makes certain that clinical and field based experiences in the professional education curriculum are designed to prepare students to work effectively in specific education roles (p. 41)."

Clinical and field-based experiences in the undergraduate professional education curriculum at Northern Michigan University is based on the three phase design of the undergraduate curriculum: 1) Choosing to Become a Teacher, 2) Learning to Become a Teacher, and 3) Becoming a Teacher. Each experience builds upon the preceding experience based upon the four levels of knowledge: 1) Knowledge of the Institution, 2) Knowledge of the Student, 3) Knowledge of Teaching, and 4) Knowledge of Clinical Application/Knowledge of Educational Leadership, and the five processes of the taxonomy (see figure 1). The elementary and secondary programs each have clinical and field-based experiences to prepare the students for their respective roles.

Standard II.A has nine criteria for compliance. For the purpose of this paper, we will only briefly examine NMU's compliance to the first five of these criteria. Each of these criteria is met through student teaching, but below we will only consider how our pre-student teaching clinical and field experiences complies with the criteria. The first of these criteria for compliance states:

> (24) Field-based and clinical experiences are systematically selected to provide opportunities for education students to observe, plan, and practice in a variety of settings appropriate to the professional roles for which they are being prepared. (p. 41)

Field experiences follow the four levels of the taxonomy of professional knowledge, the three phases of becoming a teacher and the five processes of field experiences taxonomy explained above. These experiences require students to observe, reflect upon, evaluate, analyze and practice the professional roles for which they are being prepared. Opportunities exist for students to have field experiences in the range of grade levels and subject areas for which they will be certified to teach, but it is possible for students to complete our program with a limited range of grade level and subject area experience.

Criteria number 25 states:

> Clinical and field-based experiences provide education students with the skills that allow them to diagnose and solve problems that involve the application of the principles and theories from the knowledge bases of the particular professional program. (p. 41)

Our elementary and secondary preservice programs' clinical and field-based experiences provide opportunities to develop the skills and apply the knowledge learned in college education classes on a limited basis. Some experiences focus directly on the diagnosing and solving of educational problems related to student learning, i.e. ED 318 (elementary) and ED 319 (secondary).

NCATE's next criteria for compliance reads:

> (26) Field-based and clinical experiences are accompanied by professional supervision and feedback that include attention to instructional plans, characteristics of learners and instructional settings, structured observation of the experiences, and detailed debriefing relative to program goals. (p. 41)

Most of NMU's supervision and feedback is given by the classroom teacher and/or in the college classroom by the university professor. Students are required to develop and receive feedback on the above areas, but more needs to be done, especially in the detailed debriefing relative to program goals.

Criteria 27 states "Education students participate in field-based and/or clinical experiences with culturally diverse and exceptional populations" (p. 41). NCATE defines cultural diversity as cultural backgrounds with a particular emphasis on "ethnicity, race, religion, socioeconomic status and sex" (p. 54). Most schools in which our students our placed reflect such cultural diversity and have exceptional students in them as well, as this area practices inclusive education.

The fifth criteria, number 28, states that field-based and clinical experiences need to be sequenced so that students can assume the role of a teacher. As was described above with our taxonomy of field experiences, we attempt to accomplish this process culminating with the stages of role assumption and role evaluation

NCATE's Approved Curriculum Guidelines

NCATE has collected approved curriculum guidelines from various national specialty organizations related to teacher education. These guidelines must be addressed for each program within the teacher education unit seeking NCATE accreditation. They cover such programs as early childhood education, educational computing and technology, elementary education, principals, English/language arts, health education, mathematics education, physical education, and other subject areas. We will look at only the basic elementary education guidelines, although each program has requirements related to clinical and field experiences.

These guidelines for basic programs for the preparation of elementary education teachers were prepared by a task force of 14 different professional organization committed to elementary teacher preparation. Throughout these guidelines indicate that programs should provide study and experience in the many different aspects of becoming a teacher. Experiences are meant to include, but not be limited to, such things as "video tapes, simulations, laboratory activities, oral histories, field observations, participations, and field trips" (NCATE, 1992, p. 113-114).The professional education unit is responsible to show the course content and experiences that meet each individual guideline. Most of these guidelines can best be met through a combination of study with clinical and field-based experiences, but guidelines 7.0-7.5 specifically stipulate clinical/field experiences.

> 7.0 Programs should provide a well-planned sequence of varied clinical/field experiences with students of different ages, cultural and linguistic backgrounds, and exceptionalities. These experiences should connect course content with elementary school practice. Programs include:
> 7.1 Opportunities to analyze one's own practice through a variety of data collection techniques (e.g., protocols, tape recordings, study groups, analysis of one's own practice, journal keeping).
> 7.2 Clinical/field placements with at least two different age groups (e.g., kindergarten, primary, intermediate) within the range of grade levels for which tender[sic] candidates are being prepared to teach.
> 7.3 Clinical/field experiences in the use of a variety of assessment and evaluation methods.

7.4 Clinical/field placements that include teaching experiences in all content areas normally taught in elementary classrooms.
7.5 Clinical/field experiences with students of different backgrounds. (NCATE, 1992, p. 113-114)

These guidelines define clinical experiences similarly to NCATE's definition. Because of their specific nature they give more direct criteria than NCATE's more general Category II Standards.

Conclusion

More is needed than just practice if students are to become effective teachers. Practice can be good or bad depending on the quality and nature of the practice. There are problems with field experiences and the value of the field experiences will depend on the quality of that experience. Students need the opportunity to combine theory with practice in ways that assist them to become reflective, capable and knowledgeable practitioners.

NCATE's category II criteria, NCATE's Approved Curriculum Guidelines, Scriven's duties of the teacher, the Interstate New Teacher Assessment and Support Consortium standards, and Smith and Sagans' taxonomy of field experiences are ways to conceptualize clinical and field-based experiences role in effective preparation for teaching and are a basis for evaluating effective teaching and effective teacher education programs. Smith and Sagan identified the following priorities for teacher education programs:

> To define the objectives of a teacher education program which meets the demand of relevancy within the purview of a particular college or university
>
> To delineate the substantive content in the form of theoretical concepts and competencies which would be critical to the success of this program
>
> To select and structure a variety of experiential and situational learning activities for clarification, application, and practice of the theoretical content
>
> To record and collect situational protocol materials for in-class analysis
>
> To gradate and articulate a professional sequence of laboratory experiences both in the classroom and field
>
> To provide measures for evaluation of field experiences and career counseling to teacher candidates
>
> To establish appropriately shared responsibility between the colleges of education and the public schools in the progress of teacher education. Field experience at their best result from cooperative planning by the schools and colleges concerned with each sharing in the instruction and supervision of students. (1975, p. 95)

These priorities, along with the documents cited previously in this paper, are foundational in developing a common definition of the duties, knowledge, dispositions, and skills needed for a wholistic view of teaching.

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Figure 1.
Discussion Draft for
NMU's NCATE Report

(A revised draft of 1989
NMU NCATE Report)

PROFESSIONAL STUDIES TAXONOMY
UNDERGRADUATE PROGRAM

Level I	Level II	Level III	Level IV	Level V
Knowledge of the Institution	Knowledge of the Student	Knowledge of Teaching	Knowledge of Clinical Application	Knowledge and Reflection for the Practice of Teaching
History of American Education Philosophy of Education Professional Ethics School Law School Organization	Multicultural Education Socioeconomic Factors Learning Theory Human Development Exceptionalities	Curriculum Development Methods of Teaching Educational Technology Measurements and Assessments	Human Relations Educational Management Evaluation Modeling Parent-Teacher Conference Team Teaching P.A. 25: Outcome Based/ Core Curriculum	
Phase I Choosing to Become a Teacher	Phase 2 Learning to Become a Teacher		Phase 3 Becoming a Teacher	Phase 4 Being a Teacher
All Programs ED 201, Introduction to Education ED 301, Dimensions of American Education	**All Programs** ED 361, Regular Educator and Atypical Student **Elementary** ED 230, Teaching & Learning in the Elementary Classroom ED 231, Teaching & Learning in the Secondary Classroom	**Elementary** ED 310, Social Studies Methods ED 311, Language Arts Methods ED 312, Science Methods ED 316, Elementary Reading Instruction I ED 318, Elementary Reading Instruction II ED 326, Children's Literature **Secondary** ED 319, Secondary Reading Methods ED 349, General Secondary Methods ED 350, Specialty Studies	**All Programs** ED 450, Student Teaching Seminar **Elementary** ED 420, Student Teaching or ED 423A/423B, Student Teaching for Mentally Impaired Endorsement **Secondary** ED 430, Student Teaching	
Pre-Methods Clinical/ Field Experiences		Methods Level Clinical/ Field Experiences	Student Teaching	The Practice of Teaching
Program Requirements School Organization	Roles of Teachers School Policies and Procedures Human Development Individual Differences Personal Evaluation	Teacher Decision Making: Planning Practice, and Reflection about Teaching, Learning, and the Learner Design and Practice of Lesson Plans Obersvation and Practice of Methods and Styles of Teaching Personal Evaluation	Personal Evaluation	
Role Orientation	Role Conceptualization	Role Learning & Commitment	Role Assumption & Evaluation	

Northern Michigan University

FINAL EVALUATION OF STUDENT TEACHER

Student Teacher_____ SS#_____

Supervising Teacher_____ Grade/Subject_____

School and Community_____ Semester_____

Total Days Present____ Absent____

Please check the level of competency of your student teacher according to the following scale and briefly comment on your ratings.

5 - As competent as an excellent student teacher
3 - As competent as is usually expected of a student teacher
1 - The student teacher has not demonstrated this competency; opportunity has existed.
N.A. - No opportunity for demonstration of this competency existed in this situation.

		1 2 3 4 5	Comments
A.	**KNOWLEDGE BASE**		
1.	Content areas.	| | | | |	_____
2.	General knowledge.	| | | | |	_____
B.	**INSTRUCTIONAL COMPETENCE**		
1.	Communication skills.	| | | | |	_____
2.	Management of students' behavior.	| | | | |	_____
3.	Management of learning progress.	| | | | |	_____
4.	Management of contingencies/emergencies.	| | | | |	_____
5.	Lesson planning.	| | | | |	_____
6.	Lesson presentation.	| | | | |	_____
7.	Use of materials and resources.	| | | | |	_____
C.	**ASSESSMENT COMPETENCE**		
1.	Selection, creation, and use of student assessments.	| | | | |	_____
2.	Grading and reporting student achievement.	| | | | |	_____
3.	Evaluation of self and teaching.	| | | | |	_____

D. PROFESSIONALISM

1.	Professional ethics.	| | | | | |	_____
2.	Professional attitude.	| | | | | |	_____
3.	Professional development/ service.	| | | | | |	_____
4.	Knowledge and execution of duties.	| | | | | |	_____
5.	Knowledge of the school and its context.	| | | | | |	_____
6.	Human relations.	| | | | | |	_____

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GENERAL COMMENTS:

UNIVERSITY SUPERVISOR'S COMMENTS:

Check Only One:

Final Evaluation

___ Satisfactory with certification.
___ Pass grade but no certification.
___ Unsatisfactory without certification.

_____ _____
Student Teacher Date

Supervising Teacher Date

_____ _____
University Supervisor Date

Director, Laboratory Field Experiences

NOTE: *Student teacher's signature indicates that these assessments have been read by the student teacher. It does not necessarily imply agreement.*

Copies: White Placement Office
Green Field Experience Office
Canary University Supervisor
Pink Supervising Teacher
Gold Student Teacher